







**NOTE: This purpose of this scoring guide is for training of test administrators to increase knowledge of the rubrics to improve inter-rater reliability. This items are NOT intended to be shared with students.**

## **Answer Key – LAS Links Speaking Scoring Practice**

### **Speak in Sentences**

#	GR	Sample Response	Picture Prompt	Score	Rationale
1	1st	<b>Teacher prompt:</b> Tell me what is happening in the picture.  <b>Student response:</b> <i>That boy is eating with broccolis and carrots.</i>		2	Satisfies the task in sentence form. Word 'with' is not typical of a native speaker. Note: word 'broccolis' is typical of a young child over-regularizing the plural.
2	1st	<b>Teacher prompt:</b> Tell me what is happening in the picture.  <b>Student response:</b> <i>Umm the boy's eating.</i>		3	Hesitation 'ummm' is typical of native speakers. Sentence is grammatically correct and satisfies the task.
3	3rd	<b>Teacher prompt:</b> Tell me what is happening in the picture.  <b>Student response:</b> <i>A man in a wheelchair.</i>		1	Only a phrase with no action/verb so it does not satisfy the task. Relates to the prompt.
4	6th	<b>Teacher prompt:</b> Tell me what is happening in the picture.  <b>Student response:</b> <i>The girl playing a game.</i>		2	Satisfies the task with subject/predicate form. Missing auxiliary verb is not typical of a native speaker.
5	10th	<b>Teacher prompt:</b> Tell me what is happening in the picture.  <b>Student response:</b> <i>The doctor is checking the little girl's heart.</i>		3	Fluently spoken, clearly satisfies the task.
6	11th	<b>Teacher prompt:</b> Tell me what is happening in the picture.  <b>Student response:</b> <i>She's...um...she's.</i>		1	Does not satisfy the task. Words 'she is' relate to the prompt.

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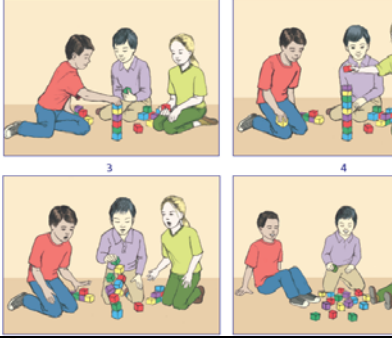
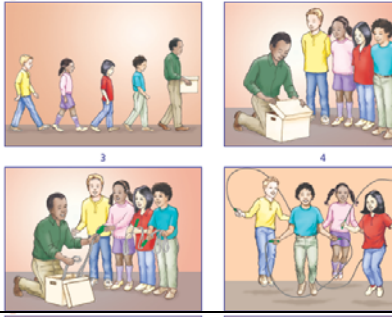
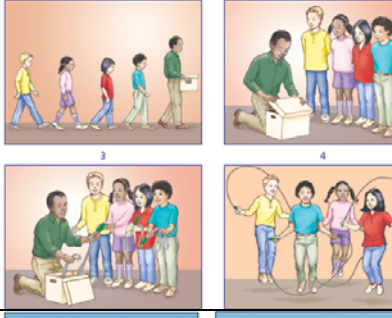
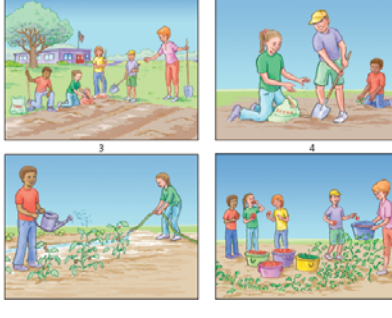
### Make Conversation

#	GR	Sample Response	Score	Rationale
1	1st	<b>Teacher prompt:</b> Describe how we get ready for lunch. <b>Student response:</b> <i>Line up and put your hands in back.</i>	2 (3)	Satisfies the task. Scorers often divided between 2 and 3. Those scoring 2 don't hear native-like expression. Those scoring 3 hear early childhood language typical of a native speaker.
2	1st	<b>Teacher prompt:</b> Explain why we should be quiet when the teacher is talking. <b>Student response:</b> <i>The, the homework.</i>	1	Relates to the prompt as vocabulary of the classroom. Lack of sentence does not satisfy the task.
3	3rd	<b>Teacher prompt:</b> Describe how we bounce a ball. <b>Student response:</b> <i>Hold it on your hand and throw it against the ground and keep bouncing it.</i>	3	Satisfies the task with the ease of expression of a native speaker. Word 'on' is acceptable and may be exactly what the child meant since it suggests the temporary position of the ball before releasing it.
4	7th	<b>Teacher prompt:</b> Explain why it is important to see a dentist. <b>Student response:</b> <i>For the teeths to to be...the teeths need to be clean.</i>	2	Satisfies the task with incorrect plural of teeth and article 'the' instead of 'your,' which is more typical of native speakers.
5	8th	<b>Teacher prompt:</b> Explain why it is important to see a dentist. <b>Student response:</b> <i>Because maybe when you eat candy you don't know if you're getting cavities or not.</i>	3	Satisfies the task. Response starting with 'because' is typical of native speakers.
6	11th	<b>Teacher prompt:</b> Do you think climbing a mountain is difficult or easy? Explain why you think so. <b>Student response:</b> <i>I think is difficult. Because maybe is very hard to...to...to clip?</i>	1 (2)	<p>Part of response scored is the explanation, not the choice.</p> <p>Relates to the prompt but lack of vocabulary interferes with clear communication. Student probably was trying to remember the word 'climb.' Word 'clip' is not a mispronunciation of 'climb;' it is the wrong word.</p> <p>(2) Satisfies the task in sentence form and 'clip' refers to the equipment of rock/mountain climbing.</p>

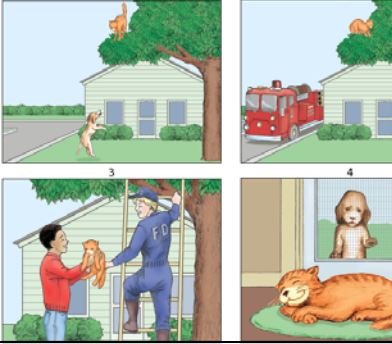
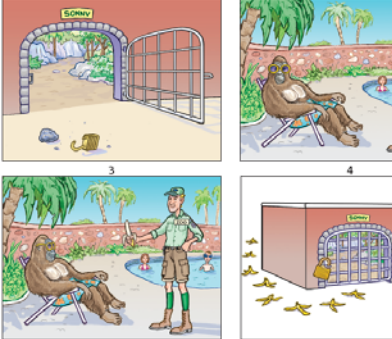
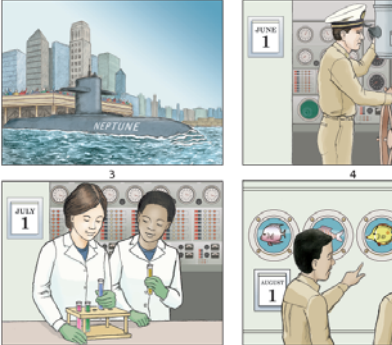
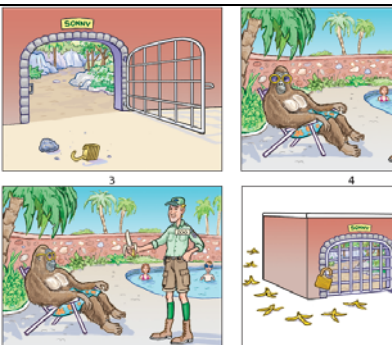
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### Tell a Story

#	GR	Sample Response	Picture Prompt	Score	Rationale
1	1st	<p><b>Teacher prompt:</b> The children play with blocks.</p> <p><b>Student response:</b> <i>They're making a, a tower, I think and they are making a biggest tower of all and suddenly they knock it down and then they start all over again.</i></p>		4	Clear communication spoken with ease of a native speaker of the age, including the word ‘biggest.’
2	3rd	<p><b>Teacher prompt:</b> Mr. Jackson has a large box.</p> <p><b>Student response:</b> <i>Mr. Jackson has a large box. Mr. Jackson's opens the box. Mr. Jackson gives the childrens jump ropes. The childrens are jumping with the jump rope.</i></p>		3	Overall clear communication with errors in grammar, especially singular/plural forms (Mr. Jackson's opens, the childrens, jump rope).
3	3rd	<p><b>Teacher prompt:</b> Mr. Jackson has a large box.</p> <p><b>Student response</b> <i>Mr. Jackson open.</i></p>		1	Relates to the prompt but not a sentence.
4	5th	<p><b>Teacher prompt:</b> The children are in the garden.</p> <p><b>Student response:</b> <i>The children are... in the garden. Planting some seeds. Boys and girls and her teacher are planting some seeds on school garden.</i></p>		2	Very minimal expression. First sentence is a repetition of the prompt. The phrase following is not a sentence and was not spoken connected to the opening sentence. Elaboration of who is planting is followed by repetition of the basic sentence ‘planting some seeds’ with the addition of ‘on school garden.’

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5	11th	<p><b>Teacher prompt:</b> A big cat is afraid of a little dog.</p> <p><b>Student response:</b> <i>And the cat stays stuck up in the tree so the firefighters have to come and get him down. After they get him down, the boy makes the cat sleep inside while the dog sleeps outside.</i></p>		4	Completely clear and fluent.
6	11th	<p><b>Teacher prompt:</b> Sonny is a gorilla who lives at the zoo.</p> <p><b>Student response:</b> <i>Well he roll there how go, go out in.</i></p>		1	Words relate to the prompt (he, there, go, out, in) but do not form a sentence.
7	11th	<p><b>Teacher prompt:</b> A submarine is in the ocean.</p> <p><b>Student response:</b> <i>Mm, one day he...they wen to, to the dark, um sea to ger some um, experiment them. But they, they are taking a long time to ger them because they starting June first, then July first and the last day is August first but they ger a lot of fish of them.</i></p>		2	Very confusing because of limited vocabulary. Clearest language is the student reading the calendar in the pictures.
8	12th	<p><b>Teacher prompt:</b> Sonny is a gorilla who lives at the zoo.</p> <p><b>Student response:</b> <i>I see, um, like his house his and the lock is open...maybe he run away. And then at number 2 the gorilla is in a chair taking the sun with glasses. And number 3 the man is giving him a, um, banana and then he um see that...he like the banana. And then they give him like many bananas to take him to the, to his house.</i></p>		3	Mostly clear communication with some unusual use of vocabulary (taking the sun with glasses, to take him) and errors (he run away, he see that, he like the banana).